

Total Immersion Experience (T.I.E.) SWK –1100

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Out-of-Class Course
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Cedarville University
Two (2) credit hours
Undergraduate
Summer

COURSE DESCRIPTION

This course is available to all students interested in the helping professions. It is primarily a course designed for social work students who will receive a pre-professional experience in social work. The student's participation will be in a social service agency, "shadowing" a social worker who has a degree in social work or who is licensed in social work. Social work students must complete this course before applying for admission into the program. This syllabus provides a general plan for the course. Deviations may be necessary.

SOCIAL WORK PROGRAM MISSION

The mission of the Cedarville University Social Work Program is to prepare students to lead in serving those in need as professional generalist social workers by empowering them with the knowledge, values, and skills of the profession from a biblical worldview.

I. CEDARVILLE UNIVERSITY SOCIAL WORK PROGRAM GOALS (PG) RELATED TO THE COURSE

1. Providing content about social work practice from a generalist perspective with client systems of various sizes and types.
2. Preparing students with the skills, values, and knowledge to practice with diverse populations at risk.
3. Providing content about social contexts, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.
4. Preparing graduates who are aware of their responsibility to continue their professional growth and development.
5. Preparing students to practice with populations at risk with unique discrimination and oppressive histories (with a special focus on poverty).

6. Integrating biblical principles throughout the curriculum so that students can appropriately integrate their faith and that of their clients into the helping relationship.
7. Laying a foundation of core skills essential to a high caliber of social work practice (i.e., problem solving, listening, verbal and written communication, critical thinking).
8. Creating an appreciation for the profession as well as an understanding of the history, personalities, and issues and events which helped shape it.
9. Infusing throughout the curriculum the values and ethics that guide professional social workers in their practice.

II. CEDARVILLE UNIVERSITY SOCIAL WORK PROGRAM OBJECTIVES (PO) RELATED TO THE COURSE

As a result of taking TIE the student will be able to:

1. Apply critical thinking skills within the context of professional social work practice. (EPAS 3.0.1) (PG 2, 6, 7)
2. Integrate Christian beliefs and values with professional social work values and ethics as set forth in the code of ethics. (EPAS 3.0.2) (PG 2, 5, 6, 9)
3. Practice without discrimination and with respect, knowledge, and skills related to client's age, class, color, culture, political ideology, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, political and sexual orientation. (EPAS 3.0.3) (PG 2, 5, 9)
4. Identify the issues underlying the conditions of poverty, oppression, and discrimination, and apply strategies of advocacy and social change that advance social and economic justice nationally and globally. (EPAS 3.0.4) (PG 2, 5)
5. Comprehend and interpret the history of the social work practice and its contemporary structures and issues. (EPAS 3.0.5) (PG 3, 8)
10. Use communication skills differentially across client populations, colleagues, and communities. (EPAS 3.0.10) (PG 2, 5, 6, 7)

III. COURSE OUTCOMES

As a result of having participated in the Total Immersion Experience, students shall demonstrate the ability to:

2. Critically evaluate his/her feelings about social work as a career choice. (EPAS 3.0.1, EPAS 3.0.2) (PG 2, 5, 6, 7, 9) (PO 1, 2) [Written Report, Debriefing Response Paper]
3. Understand the diversity of populations that social work as a profession serves. (EPAS 3.0.3, EPAS 3.0.10) (PG 2, 5, 6, 7, 9) (PO 3, 10) [Evaluation, Written Report]
4. Become knowledgeable about issues underlying the conditions of poverty, oppression, and discrimination for the populations served by the agency. (EPAS 3.0.4) (PG 2, 5) (PO 4) [Evaluation, Written Report]
6. Understand both the client and professional relationships that are founded in and outside of the agency. (EPAS 3.0.10) (PG 2, 5, 6, 7) (PO 10) [Debriefing Response Paper, Evaluation]
7. Demonstrate an awareness of basic social work knowledge, values, and skills and how they integrate with Christian beliefs and values. (EPAS 3.0.2) (PG 2, 5, 6, 9) (PO 2) [Written Report, Evaluation]
9. Recognize one's own potential for helping others and decide whether a career in the generalist profession of social work would be appropriate. (EPAS 3.0.1) (PG 2, 6, 7) (PO 1) [Written report, Debriefing Response Paper]
11. Use communication skills differentially with a variety of client populations, colleagues, and members of the community. (EPAS 3.0.10) (PG 2, 5, 6, 7) (PO 10) [Evaluation]
12. Apply critical thinking skills within the context of pre-professional social work practice. (EPAS 3.0.1) (PG 2, 6, 7) (PO 1) [Debriefing Response Paper]

IV. INSTRUCTIONAL METHODS

Students will be required to “shadow” a social worker in a social service agency for five full, consecutive days (one week/40 hours) in the summer.

Taking TIE out-of-class method, the student will need to obtain an “out of class” form from the Office of the Registrar in March.

V. MATERIALS

A. Required forms can be found at the end of this syllabus and are to be completed by the student and the social worker who will be “shadowed.”

VI. EVALUATION

Methods of evaluation will include: a written report, a debriefing paper, the completion of the evaluation form by the social worker who provided the “shadowing” experience, and the timeliness of all required paperwork to be turned in to the professor.

A. Grading

The final grade for TIE will be determined by the evaluation form and the timeliness and quality of the written material:

Timeliness of Paper Work	10%
Evaluation Form.....	35%
Written Report	35%
Debriefing Response Paper	20%

Academic dishonesty in any assignment will result in an F for the assignment.

The scale is as follows:

100 - 94 = A	77 - 75 = C
93 - 91 = A-	74 - 72 = C-
90 - 88 = B+	71 - 69 = D+
87 - 85 = B	68 - 66 = D
84 - 82 = B-	65 - 63 = D-
81 - 78 = C+	Below 63 = F

B. Late Assignments

A late assignment immediately drops one (1) letter grade. Plans for a late submission must be discussed with the professor. Each successive week late drops the grade of the written report one letter grade until an “F” is received. Any time after that, the “F” is recorded as a “0” from the scale for grades. No final grade will be given until all assignments are completed and submitted.

C. Americans with Disabilities Act

If you believe you may need support in managing the impact of a disability, please contact Marilyn Meyer, Coordinator of Disability Services, phone 3843, e-mail meyerm@cedarville.edu. The office is located in 164 Callan Athletic Center. Examples of disabilities are AD/HD, specific learning disability, hearing or vision impairment, health impairment, psychological, orthopedic, traumatic brain injury. Faculty rely on Disability Services to verify the need for academic accommodation and to identify reasonable and appropriate accommodation strategies. View www.cedarville.edu/DisabilityServices for further information.

VII. REQUIREMENTS

- A. The student will contact a social service agency in their home town during the spring semester of the desired date to arrange for TIE.
- B. Select a social worker to “shadow” who has a degree in social work or who is a licensed social worker.
- C. The student’s choice of a social service Agency must be approved by the professor in advance.
- D. The student must complete the necessary paper work, i.e. forms. The social worker who provides the “shadowing” experience will complete the Background Information Form **and** the Evaluation Form (see section XI). The student will complete the Student’s Choice Form TIE (see section XI). The Student’s Choice Form must be turned into the professor before summer break.
- E. The student will make sure that the social worker whom he/she “shadowed” returns all necessary paperwork.
- F. The student will submit a written report (see Section VIII Assignment Guidelines) and a debriefing response paper (see Section VIII Assignment Guidelines).
- G. The student will meet with the professor before making any final arrangements with the social worker whom he/she is planning to “shadow.”
- H. The student will participate in the TIE in a whole-hearted manner as unto the Lord. You are reflecting Jesus Christ in you and representing Cedarville University.

- I. The student will be fingerprinted for a background information check if you are a resident of Ohio or both the BCI and FBI check if you are a resident from another state. Fingerprinting will be done at the Campus Safety Office.

VIII. ASSIGNMENT GUIDELINES

A. Participation in the local social service agency is extremely important. Beyond observing normal agency activities, the student will benefit from attending staff meetings and from interviewing various agency personnel. Furthermore, the student could engage in the following activities:

1. Observing an intake.
2. Discussing the assessment process.
3. Observing of ongoing process with clients.
4. Reviewing problem-solving strategies and treatment plans (contracting).
5. Reviewing case files.
6. Becoming familiar with agency goals and objectives.
7. Observing of termination process.
8. Gaining as much client interaction as possible.
9. Practicing communication skills.
10. Becoming familiar with paper work.
11. Participating in supervisory sessions - getting performance feedback.
12. Interviewing clients.
13. Watching training videos.
14. Reviewing organizational charts.
15. Reviewing the historical development of the agency.

The student may lend real assistance to the social worker. However, the student should “shadow” the social worker at all times and not be left alone to tend to clerical tasks.

B. Written Report

You will be expected to keep a record of your experience. It should include the following information:

- your name and mail box number
- where and when the T.I.E. took place
- why you chose this agency
- the name of the social worker you shadowed
- your feelings toward the population this agency serves
- what services this agency provides
- your reactions to your TIE experience
- how your social worker interacted/reacted to you (give examples)
- your own potential for helping the clients you come in contact with
- your understanding of the client’s perspective on “being helped”

- discuss the poverty, oppression, and discrimination issues you observed during this experience
- your analysis of the knowledge, values, and skills of social work in a situation you observed from a biblical worldview in the context of the church...use scripture to support your thoughts
- the global/national multicultural perspectives that you noticed

The report should be typewritten, twelve (12) point font, double spaced, and a minimum of five (5) pages. Provide a copy of the agency brochure and the agency's mission statement. Entitle your paper TIE Written Report, and include your name and campus mail box number at the top of your paper.

C. Debriefing Response Paper

You will be expected to submit a written response addressing the following areas:

1. Review and summarize the agency brochure and mission, including
 - a. description of agency (setting)
 - b. description of social worker (profile)
 - c. overview of population (describe)
 - d. special activities involved in (your reaction to them)
2. How did your experience support at least two (2) goals and objectives of Cedarville University Social Work Program? (See TIE syllabus sections I and II).
3. What were your reactions?
 - a. What was learned about the helping relationship?
 - b. What was learned about yourself via the evaluation or experience?
4. What conclusions were reached about whether social work is for you?
5. What do you still need to help you decide on a field of service in preparation for your internship?

Your response should be typewritten, twelve (12) point font, double spaced, and a minimum of five (5) pages. Entitle your paper TIE Debriefing Responses, and include your name and campus mail box number at the top of your paper.

IX. PROCEDURE

- A. To register for TIE over the summer term, the student must complete the out-of-class form from Academic Services in March.
- B. Select a couple of different social service agencies in your home town community. Complete Student’s Choice Form and submit it to the professor before you leave for summer break.
- C. Obtain approval from the professor before contacting a social service agency.
- D. Share the TIE syllabus with the social worker who you plan to “shadow.” Go over all necessary forms that he/she will be required to fill out.
- E. Complete the forty (40) hour TIE experience.
- F. Turn in the Written Report, Debriefing Response Paper, agency brochure and mission statement, and the remaining required forms for TIE, including forms from the social worker who you “shadowed.” Email as attachments or mail to Professor Huff or fax to 937-766-3445 by August 1. Keep a copy of your documents.
- G. The social work secretary will make an appointment at the Campus Safety Office for your fingerprinting.

X. CLASS SCHEDULE

DATE	GENERAL TOPIC	ASSIGNMENTS
August 1	Students’ impressions and experiences from TIE.	Written Report Completed Forms Brochure/Pamphlet Mission Statement Debriefing Response Paper Fingerprinting for Ohio background or FBI check
Mail to: Prof. George Huff Social Work Program Cedarville University 251 N. Main St. Cedarville, OH 45314 or fax to: 937-766-3445 Keep a copy of all documents for yourself.		

XI. FORMS

**SOCIAL WORK PROGRAM
Cedarville University
BACKGROUND INFORMATION
**OF
SOCIAL WORKER
OR
RESUME****

(Please fill out all portions not included in your resume).

Today's Date: _____

Name: _____ Home Phone: _____

Address: _____

Present Employer: _____ Work Phone: _____

Work Address: _____

Work E-mail: _____

EDUCATION

Name of College: _____

College Address: _____

Date of Graduation: _____ Degree Earned: _____

Name of Graduate School: _____

School Address: _____

Date of Graduation: _____ Degree Earned: _____

Additional Education/Training: _____

School Address: _____

Years Attended: _____

EMPLOYMENT HISTORY

(Paid and Volunteer)

(Agency/Organization – Present)

(Time Employed)

Responsibilities: _____

(Agency/Organization –Most Recent)

(Time Employed)

Responsibilities: _____

(Agency/Organization – Previous)

(Time Employed)

Responsibilities: _____

(Agency/Organization – Previous)

(Time Employed)

Responsibilities: _____

(Agency/Organization – Previous)

(Time Employed)

Responsibilities: _____

OTHER PERTINENT INFORMATION

Professional Licenses/Credentials Held: _____

Additional Information of Importance:

**SOCIAL WORK PROGRAM
Cedarville University**

T.I.E. CONFIRMATION and EVALUATION FORM

THIS IS TO CONFIRM THAT _____ has spent
(Name of Student)

five (5) **FULL CONSECUTIVE** work days in _____
(Name of Social Service Agency)

located at _____

between _____, 20____ and _____, 20____.

Social Worker _____ Phone #: _____

Based on your observation of this student, please **RATE** him or her by **checking the appropriate number:**

1
2
3
4
5
Strongly Disagree
Agree
Strongly Agree

The student was:					
1. Cooperative	____ 1	____ 2	____ 3	____ 4	____ 5
2. Industrious	____ 1	____ 2	____ 3	____ 4	____ 5
3. Able to take initiative	____ 1	____ 2	____ 3	____ 4	____ 5
4. Learned about the diverse populations served by the agency	____ 1	____ 2	____ 3	____ 4	____ 5
5. Reviewed history of agency	____ 1	____ 2	____ 3	____ 4	____ 5
6. Serious about responsibility	____ 1	____ 2	____ 3	____ 4	____ 5
7. Open to suggestions	____ 1	____ 2	____ 3	____ 4	____ 5
8. Eager to improve	____ 1	____ 2	____ 3	____ 4	____ 5

9. Creative	_____	_____	_____	_____	_____
10. Understood the helping process with clients	_____	_____	_____	_____	_____
11. Aware of the professional relationships inside and outside of agency	_____	_____	_____	_____	_____
12. Reviewed issues of oppression and discrimination	_____	_____	_____	_____	_____
13. Used good communication skills with people she/he came in contact with	_____	_____	_____	_____	_____
14. Sensitive to the needs of the clients served at the agency	_____	_____	_____	_____	_____
15. Aware of basic social work knowledge, values and skills in regard to their faith	_____	_____	_____	_____	_____

Did you detect anything about this student’s personality or performance that might hinder his or her effectiveness in the Social Work profession? If so, please explain.

Additional Comments:
(Please comment on any irregularities in attendance or punctuality).

Please check a grade that will be used as a guide in determining the student’s grade.

A _____ A- _____ B+ _____ B _____ B- _____ C+ _____
C _____ C- _____ D+ _____ D _____ D- _____

THANK YOU for allowing this student to shadow you.

Please return this form to the student or to:

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Associate Professor of Social Work
Cedarville University
251 N. Main Street
Cedarville, OH 45314
Fax: 937-766-3445
huffg@cedarville.edu

**SOCIAL WORK PROGRAM
Cedarville University**

Student's Choice Form
Total Immersion Experience

Name: _____ Year you will graduate: _____

Home Address: _____

Home Phone: _____

E-mail: _____

AGENCY of Choice:

Name _____

Reason Selected: _____

Social Worker's Name: _____

Phone Number: _____ Best Time to Call: _____

E-mail: _____ Fax: _____

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